

**STANWOOD-CAMANO SCHOOL DISTRICT**

Lincoln Hill High School

**SCHOOL IMPROVEMENT PLAN**

**2019 - 2022**

**Ryan Ovenell  
PRINCIPAL**



**2018 -19 School Demographics**

<b>Group</b>	<b>Number of Students</b>	<b>% of Students</b>	<b>Group</b>	<b>Number of Students</b>	<b>% of Students</b>
Enrollment (October)	<b>176</b>	<b>100</b>	Two or More Races	<b>16</b>	<b>9</b>
America Indian/Alaskan Native	<b>1</b>	<b>0.6</b>	English Language Learners	<b>6</b>	<b>3.4</b>
Asian	<b>0</b>	<b>0</b>	Homeless/McKinney Vento	<b>6</b>	<b>3.4</b>
Black/African American	<b>0</b>	<b>0</b>	Low Income	<b>73</b>	<b>41.2</b>
Hispanic/Latino	<b>21</b>	<b>11.9</b>	Section 504	<b>8</b>	<b>4.5</b>
Native Hawaiian/Other Pacific Islander	<b>2</b>	<b>1.1</b>	Students with Disabilities	<b>19</b>	<b>10.7</b>
White	<b>137</b>	<b>77.4</b>	Student Mobility	<b>26</b>	<b>14.7</b>

**Washington School Improvement Framework (WSIF)**  
[STANWOOD-CAMANO SCHOOL DIST.-WA STATE REPORT CARD](#)

**Leadership Team Members**

<b>Name</b>	<b>Position</b>	<b>Name</b>	<b>Position</b>
Ryan Ovenell	Principal		
Nate Christensen	Teacher		
Brett Baugh	Teacher		
Christy Thompson	Counselor		

**The Stanwood-Camano School District Collective Commitment:**

**We, as a community of students, parents, community members at large, and school district educators make a collective commitment to all of Stanwood-Camano’s children. We will empower our children to learn who they are and where they fit in the community and the world. We will teach our children to persevere through challenging circumstances to achieve fulfilling, productive lives.**

**We collectively commit that all children will be safe, cared for, and respected. They will graduate from school ready for further education, careers, and a successful future. Our children will reflect community values including work ethic, persistence, integrity, fiscal responsibility, creativity, problem solving abilities, and a desire to give back to their community. Our children will be prepared for a variety of educational and career options with the ability to create and use new knowledge in a world that does not yet exist.**

**Mission Statement:**

**The mission of Lincoln Hill High School is to offer a flexible learning environment providing students with the opportunity to realize educational success.**

**What were your SIP goals from last year and did your school hit the target? Why or why not:**

**Goal:**

- 1) **Literacy**- An increase of 10% of LHHS students will meet standard on the English Language Arts Smarter Balanced Assessment.
- 2) **Math**- Seventy percent of LHHS students who take the Math Smarter Balanced Assessment will meet standard on the Mathematics Smarter Balanced Assessment.
- 3) **Graduation Rate** - Lincoln Hill High School on time and extended graduation rate will increase by 2% per year.
- 4) **Lincoln Hill High School** - The number of students with a total of 10 or more unexcused absences will decrease by 10% each year on an annual basis.
- 5) **Participation Rate**: Improvement of student participation rate on state assessments to meet or exceed 95% as a school.

**Reflection:**

- Goal 1:** Our students who met standard on the English Language Arts test decreased by 24.1%.
- Goal 2:** Our students who met standard on the Math Smarter Balanced Assessment increased by 1%.
- Goal 3:** Our students graduated in four years moved from 58.7% to 48.1%.
- Goal 4:** The number of students regularly attending moved from 64% to 71.9%. Regular attendance is defined as having, on average, less than two absences per month regardless of if the absences are excused or unexcused.
- Goal 5:** The number of students participating on state assessments did not meet or exceed 95% as a school. This information is suppressed.

**Needs Assessment**

**1. What are the data points you are using to complete your needs assessment?**

- Washington School Improvement Framework
- WaKIDS
- Smarter Balanced Assessment/Interim Assessment Blocks
- Progress Monitoring Data
- Curriculum Based Assessments
- English Language Proficiency Data
- Special Education Eligibility/Disproportionality Data
- School Climate data
- Discipline Referrals
- Healthy Youth Survey
- Graduation rate data

**Needs Assessment Narrative:**

Many of our students come to our school with learning deficiencies, an aversion to school, credit deficiency as well as are affected by trauma. All of these factors are indicators that interfere with our teachers' ability to build students' capacity to learn. As we build upon this work, having been identified as a school in improvement has allowed us to access funding that can be used to structure academic interventions that would support learners who need a more flexible learning environment.

**2. What are your school's areas of strength?**

Areas of strength that have been identified are teachers' availability, flexibility, and belief in the students' ability to succeed. There is a strong emphasis on maintaining high learning expectations for all students. There is ongoing flexibility on how work is complete and when it is accepted.

**3. What are your school's areas of needed growth?**

Areas of identified growth include increasing graduation rate (4 and 5 year), increasing Smarter Balanced Assessment scores and increasing perfect attendance rates.

**4. Based on your analysis, what specific areas of needed growth will your school focus? What is your rationale for this focus; why these above others? What has your improvement work identified as potential root causes, (what is happening or not happening in your school?)**

Lincoln Hill High School will focus on the growth areas:

CORE CURRICULUM: During the 2019-2021 school years, 100% of staff at LHHS will actively participate in structuring and restructuring core academic content based on the Washington State Standards. Specific targets for measuring the success of the effectiveness of the tools will be based on a rubric designed by the team using the Cycle of Inquiry.

**SOCIAL/EMOTIONAL:** Our students have a need to be supported both socially and emotionally (in addition to academically). To address this need, Lincoln Hill High School staff will increase the number of opportunities for students to access resources and take part in activities that increase positive personal outcomes that will translate to success in the school setting and beyond.

**ACHIEVEMENT:** LHHS is identified for School Improvement as a result of Low Graduation Rate. We have increased graduation rates 29.3% over the last three years. 2019-2021 schools' years will serve as a time to investigate, monitor, and engage cohort groups (beginning with 2018-19 ninth graders) in a process that would include: coursework, credit acquisition and attendance. The desired outcome would be to continue to increase the graduation rate by 10% per year.

**District:**

**Student Outcomes and Goals:**

(G1): Ninety percent of students meeting standard on the Smarter Balanced Assessment for all and every subgroup by 2027.

(G2): Fifty-five percent of students meeting standard for all and every subgroup for median student growth by 2027.

(G3): Ninety percent of all students and every subgroup will meet attendance standards by 2027.

(G4): Ninety five percent participation rate on state assessments.

(G5): Ninety percent of all students and all subgroups meeting 9<sup>th</sup> grade on track for graduation by 2027.

(G6): Ninety percent of all students and all subgroups graduating in four years by 2027.

(G7): Sixty percent of students meeting standard for all and every subgroup for Dual Credit Enrollment.

**Identify 3-5 high leverage action steps for each goal:**

**Goal:** *Ninety percent of students meeting standard on the Smarter Balanced Assessment for all and every subgroup by 2027.*

*2019-2020: Fifteen percent of students meeting standard on the Smarter Balanced Assessment for Math and 50 percent of students meeting standard on the Smarter Balanced Assessment for English Language Arts for all and every subgroup.*

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Offering an after school program in April/May that helps prepare students to pass the Smarter Balanced Assessment Math test	May 2020	Brett Baugh	LHHS Building Budget
Teachers will be trained in the administration, data analysis and post facilitation of IAB and focused IAB's in their relevant English Language Arts and Math classes	September 2019 - May 2020	Brett Baugh	Grant Funding
Teach math and literacy performance tasks based on released items.	March 2020 - May 2020	Ella Blackwood, Brett Baugh, Nate Christensen, Linda Miller	
Study effectiveness of core curriculum as it pertains to Smarter Balanced Assessment test success	September 2019 - May 2020	Ella Blackwood, Brett Baugh, Nate Christensen, Linda Miller	Grant Funding



**Goal:** *Ninety percent of all students and every subgroup will meet attendance standards by 2027.*

*2019-2020: All students will attend school 90% of school days each month.*

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Monitor attendance and incentivize near perfect attendance.	2019-2020 school year.	Principal	Commitment by Community group for once monthly incentive.
Share attendance infographics and literature regarding why attendance matters with families.	2019-2020 school year.	Principal, Counselor	Attendance Works Materials
Communicate with parents/students about daily attendance	2019-2020 school year.	Principal, secretaries and teachers	Mailings and phone calls( robo, and non-robo)

**Goal:** *Ninety five percent participation rate on state assessments.*

2019-2020: 95% of all students required to participate in the Smarter Balanced Assessment will participate.

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Use School Messenger, Remind app, direct mail, phone and email to inform parents of upcoming Smarter Balanced Assessment dates	Monthly beginning February 2020	Principal	School Messenger, Remind app, district telephones. .
Make personal phone calls to students on the morning of the Smarter Balanced Assessment test if not in attendance.	Mornings of relative Smarter Balanced Assessment test dates (TBD).	Debbie Norman, Brett Baugh	Office telephone.
Teachers reminding students in class regularly of upcoming Smarter Balanced Assessment dates and posting dates on bulletin boards and on flyers in the hallways.	January 2020-May 2020	Leadership Class, Math and English Language Arts staff	Poster paper

**Goal:** *Ninety percent of all students and all subgroups meeting 9<sup>th</sup> grade on track for graduation by 2027.*

*2019-2020: 80% of all students and all subgroups meeting 9<sup>th</sup> grade on track for graduation.*

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Offering Extended Day Credit Retrieval and Extended Day Study Sessions.	September 2019 - June 2020	All Staff	OSSI Grant Funding
9th grade advisory periods using time to discuss graduation requirements and future high school planning.	September 2019 - June 2020	9th grade advisory staff	Xello lessons
Students access box sheets online during guided lessons.	October 2019	LAP and Advisory teachers, counselors, and secretaries	Chromebooks
Extended day online credit retrieval.	September 2019 - June 2020	All Staff	OSSI Grant Funding

**Goal:** *Ninety percent of all students and all subgroups graduating in four years by 2027.*

*2019-2020: On-time Graduation rate at Lincoln Hill High School will increase to at least 52.4%.*

**Action Plan**

<b>Action</b>	<b>Timeline</b>	<b>Leads</b>	<b>Resources</b>
Ensure student schedules align with personalized pathways for graduation.	September 2019 - June 2020	All Staff	N/A
Monitor attendance and incentivize near perfect attendance	September 2019 - June 2020	All Staff	Community support
Offering Extended Day Credit Retrieval and Extended Day Study Sessions.	September 2019 - June 2020	Ella Blackwood, Clarene Ricarte, Brett Baugh	OSSI Grant Funding
Offering an after school program in April/May that helps prepare students to pass the Smarter Balanced Assessment Math	May 2020	Brett Baugh	LHHS Building Budget

**Goal:** *Sixty percent of students meeting standard for all and every subgroup for Dual Credit Enrollment.*

*2019-2020: All students participating in a dual credit option will earn dual credits for the relative courses.*

**Action Plan**

Action	Timeline	Leads	Resources
Enroll students in dual credit courses according to their HSBP.	June 2020	Principal, CTE Director, Counselor	Need for availability of students to enroll in CTE d.al

**Goal:** *English Proficiency: Seventy-seven percent of EL students making annual progress by 2027.*

*2019-2020: All English Language students increase their annual progress by 6%.*

**Action Plan**

Action	Timeline	Leads	Resources
Utilizing Read-Write & text in native language(s)	2019-2020 School Year	Mark Wayland Cate Perry	Read-Write, Google Translate, Newsela, Audio
Provides teachers with classroom strategies to help English Language Learners	2019-2020 School Year	Cate Perry	Planning periods, classroom support, curriculum in native language

## Plan for Year 2&3

Please explain the key improvement actions planned for the subsequent years of this plan- High level explanation of what you anticipate doing as part of continuous improvement.

### 2020-2021:

**The three key target areas will be continued growth in expanding core curriculum options, increasing Social Emotional Learning (SEL) and increasing 4 and 5 year graduation rates.**

### 2021-2022:

**In year three of three of this School Improvement Plan, the focus will be on continuing to increase 4 and 5 year graduation rates, increasing core curriculum options the support career and college readiness for our students and maintaining funding through district allocation and grants.**

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